

# General Supervision System

## August 9, 2011

### New Special Education Director Training

Maine has established a Birth to Twenty (B-20) General Supervision System (GSST) based on the components of general supervision provided by the Office of Special Education Programs (OSEP). GSST represents the model for supervision and technical assistance for the early intervention and special education programs of all School Administrative Units (SAUs).

### General Supervision

Under federal law States are required to have a system of general supervision that monitors the implementation of the Individuals with Disabilities Education Act (IDEA).

- The system is accountable for enforcing the requirements and for ensuring continuous improvement.

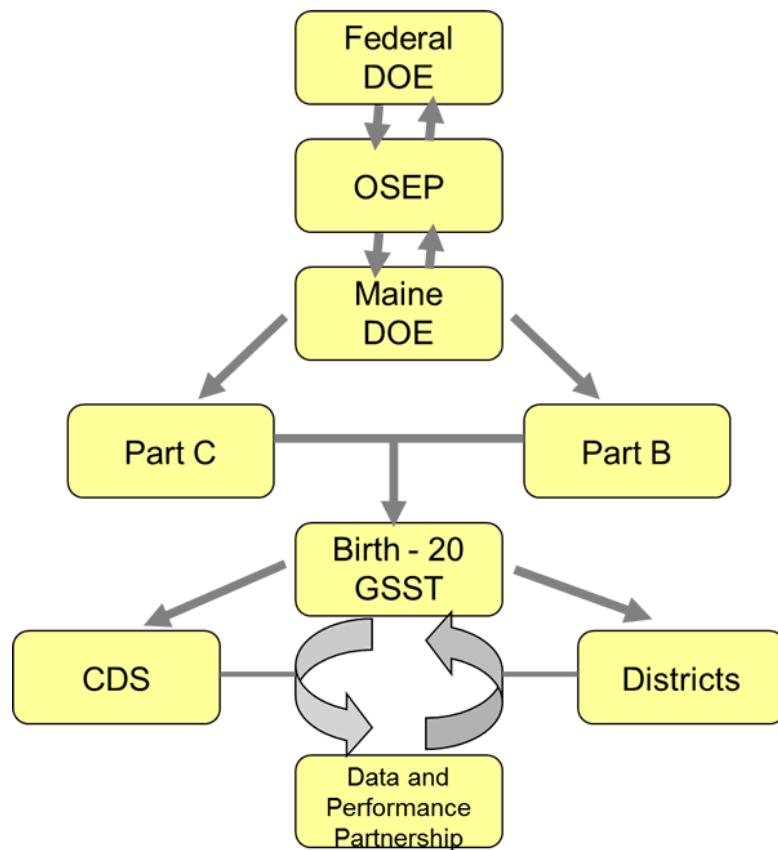
The primary focus of Federal and State monitoring activities shall be:

- improving results and functional outcomes for all children with disabilities; and
- ensuring that States meet the program requirements under this part, with a particular emphasis on those requirements that are most closely related to improving early intervention results for infants and toddlers with disabilities.

There are at least three explicit expectations for developing an effective system of general supervision.

- Supports practices that improve developmental results and functional outcomes for all children with disabilities and their families;
- Uses multiple methods to identify noncompliance and correct it as soon as possible but no later than one year after the noncompliance is identified; and
- Utilizes mechanisms to encourage and support improvement and to enforce compliance.

## GSST Interrelationship Federal and State



## Components of General Supervision

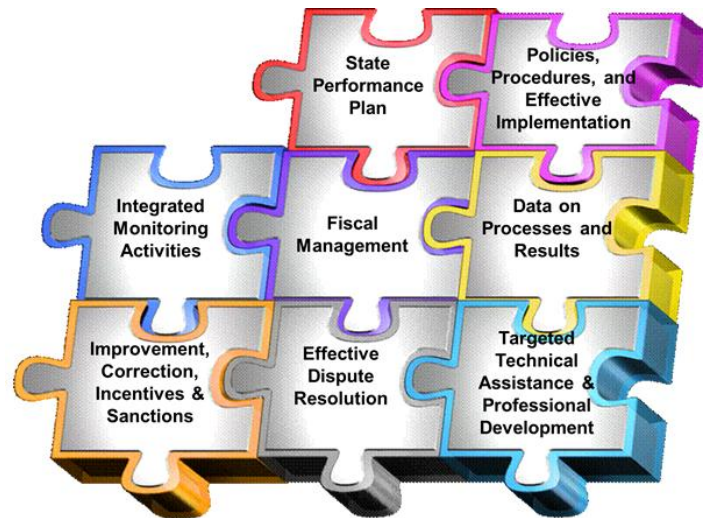
### “THE BIG 8”

An effective system of general supervision must include, at a minimum, each of the following components that relate to and inform the others.

Image created by Office of Special Education Programs (OSEP)

The Big 8 include:

1. State Performance Plan
  - Referred to as SPP
  - Consists of compliance and result indicators covering Part C and Part B
  - Implementation of the SPP leads to improved results
2. Policies, Procedures, and Effective Implementation
  - Need to be aligned with IDEA
  - Must have methods to detect noncompliance and ensure correction of noncompliance
3. Integrated Monitoring Activities
  - Investigation related to noncompliance
  - Continuous examination of process for compliance and performance
  - Need to show evidence of correction and improvement
4. Fiscal Management
  - Funds distributed in accordance with federal requirements
  - Funds are used in accordance with federal and state requirements
  - States provide oversight on the use of funds
  - Funds are aligned to problem areas in the SPP/APR
5. Data on Processes and Results
  - Collection
  - Examination and analyses
  - Reporting
  - Status determination
  - Improvement
6. Improvement, Correction, Incentives & Sanctions
  - Ensure timely correction of noncompliance



- Improvement planning to meet key performance targets
- Corrective action planning and follow-up training of correction and improvement
- Impacts the annual determination of districts
- Incentives
- Sanctions

7. Effective Dispute Resolution

- Are timely
- Track issues
- Inform improvement activities
- Should influence process
- Determine that parents and families and students understand their rights, especially in cases where there are few or no complaints, hearings, or other resolutions.

8. Targeted Technical Assistance & Professional Development

- Directly connected to improvement activities
- Provide to correct noncompliance and improved results
- Measure effectiveness of implementation
- Distribute promising practices and evidence based practices to local schools/ programs.

## Maine's GSST

- Oversees and reports on Maine's annual progress toward meeting its annual goals on the State Performance Plan (SPP)
- Provides actual target data, explanation of progress or slippage, and discussion of improvement activities for EACH Part C and Part B indicator
- Guides SAUs toward progress on Part C and Part B indicators
- Oversees SAU in correcting noncompliance within one year
- Makes determinations for each SAU

Note: APR/SPP's can be accessed at <http://www.maine.gov/education/speced/spp/index.html>

## Timeline for 2011-2012

Note: All dates subject to change

When (no later than)	What	Who
August	Annual Determination Letters FFY2009	GSST
TBA	Follow up to Annual Determinations	GSST

September 15	SAUs Notified of Monitoring Involvement	GSST
September 15	5-20 LE Application Due	SAU
October 27	Annual GSST Monitoring Notification of Instruction (1/6th)	GSST
November 3 & 4	Webinars (Annual GSST Monitoring)	GSST SAU
November 7	Data Collection Begins	SAU
December 15 - 30	Data due to DOE	SAU
January 1- February 15	Review and Verification of Data	GSST
March 1	Annual Determination Letters FFY2010	GSST
March 1	Letters of Findings (LOF)/Notification of Noncompliance	GSST
March 15	Follow up to Annual Determinations FFY2010	GSST
April 16	LOF Corrective Action Plan (CAP) due to DOE	SAU
May 15	Notification of LOF CAP Approval	GSST
June 1	CDS LE Due	SAU (CDS only)

September 15	5-20 LE Due	SAU (5-20 only)
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## Monitoring Process

### Annual GSST Core Review (Determinations) - All SAUs

What	Where	Response
Compliance Indicators and selected Result Indicators	CRAF Data Systems	Determination Response Plan

### Annual GSST Monitoring - 1/6th of SAUs

What	Where	Response
Statewide Issues		
Core (Set) - Compliance Indicators	CRAF Data Systems	Letter of Finding Corrective Action Plan
Core + more (Rotating) - All Indicators	CRAF Data Systems	Letter of Finding Corrective Action Plan

### Focused Review - Any SAU at any time

What	Where	Response
Compliance Indicators Results Indicators Component of GSST (Big 8)	CRAF Data Systems	Letter of Finding Corrective Action Plan

## SAU's to be monitored 2011-2012

- AOS #43 (MSAD #31 only)
- AOS #48
- AOS #94
- AOS #95
- AOS #96
- AOS #99
- Bangor
- Brewer
- Five Town CSD
- Greenbush
- Hermon
- Aroostook County CDS
- CDS Reach
- MSAD #31
- MSAD #45
- MSAD #59
- MSAD #65
- RSU #13
- RSU #15
- RSU #17
- RSU #49
- RSU #55
- South Portland
- Union #69
- Opportunities CDS
- Two Rivers CDS

Note: Project Monitoring Cycle – Use this link to download an Excel spreadsheet with the information:

<http://tinyurl.com/3w8t8zr>

## Identifying Noncompliance

State collects or receives data indicating noncompliance

Option 1: Make a finding of noncompliance.

Option 2: Verify whether data demonstrate noncompliance, and then issue finding if data do demonstrate noncompliance.

Option 3: Verify the SAU has corrected noncompliance before LA issues written findings of noncompliance, in which case LA not required to issue written finding of noncompliance.

## Findings of Noncompliance

What is a finding?

- A finding is a written notification from the State to an SAU program that contains the State's conclusion of noncompliance
- A finding must be made for any area of noncompliance found
- Written notification of a finding needs to occur as soon as possible after the State determines noncompliance
- A finding of noncompliance must be corrected as soon as possible but no later than one year after notification

## Correction of Noncompliance

- Prong 1 – SAU has corrected each individual case of noncompliance; and
- Prong 2 – SAU is correctly implementing the specific regulatory requirements (i.e. achieved 100% compliance), based on review of updated data.

## Part C Indicators

PART C INDICATORS	
Timely Service Delivery (C1-c)	% of infant/toddlers w/ IFSPs receiving EI on their IFSPs in a timely manner.
Settings (C2-r)	% of infants/toddlers receiving EI in the home or programs for typically developing children.
Child Outcomes (C3-r)	% of infants/toddlers demonstrating improved: positive social emotional skills; acquisition and use of knowledge & skills; use of appropriate behaviors.
Family Outcomes (C4-r)	% of families reporting EI services have helped the family: know their rights; effectively communicate child's needs; & held their child develop and learn.
Child Find, Ages Birth-1 (C5-r)	% if infants/ toddlers 0-1 w/ IFSPs compared to: other states w/ similar eligibility definitions; and national data.



Child Find, Ages Birth-3 (C6-r)	Similar to indicator 5 for children 0-3.
Timeliness of IFSP (C7-c)	% of eligible infants/ toddlers w/IFSPs within 45 day Part C timeline.
Early Childhood Transition (C8-c)	% of all children exiting Part C who received timely transition planning by their 3rd birthday.
Part C Monitoring System (C9-c)	General supervision system identifies & corrects no later than one year from identification.
Administrative Complaints (C10-c)	% of signed written complaints w/ reports issued that were resolved within 60 day timeline.
Due Process Hearings (C11-c)	% of due process hearing requests that were fully adjudicated within applicable timeline.
Resolution Agreements (C12-r)	% of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements [applicable if Part B due process procedures are adopted].
Mediations (C13-r)	% of mediations held that resulted in mediation agreements.
Data Accuracy (C14-c)	State reported data are timely and accurate.
<b>PART B INDICATORS</b>	
Graduation (B1-r)	% of youth with IEPs graduating w/ regular diploma.
Dropout (B2-r)	% of youth w/ IEPs dropping out.
Statewide Assessment (B3-r)	Participation and performance.
Suspension/ Expulsion (B4-r/c)	Suspension/ Expulsion rates.
LRE Placement (B5-r)	% of 6-21 yr. old children removed from regular class; served in public/private separate schools; residential; homebound; hospital.
Preschool Settings (B6-r)	% of preschool children w/IEPs in settings w/typically developing peers.
Preschool Skills (B7-r)	% of preschool children w/ improved positive social-emotional skills; acquisition & use of knowledge & skills; use of appropriate behaviors.
Parent Involvement (B8-r)	% of parents w/child receiving SPED services who report schools

	facilitated parent involvement.
Disproportionate representation in special education (B9-c)	% of districts w/ disproportionally due to inappropriate ID.
Disproportionate representation in specific disability categories (B10-c)	% of districts w/ racial & ethnic disproportionally in specific disability categories as a result of inappropriate ID.
Child Find (B11-c)	% of children determined eligible within 45 days.
Part C to B Transition (B12-c)	% children with IEP by 3rd birthday.
Secondary Transition w/ IEP Goals (B13-c)	% of youth age 16+ w/ IEP w/ measurable, annual IEP goals & transition services.
Secondary Transition/ Post School Outcomes-Competitive Employment, Enrolled in School (B14-r)	% of youth who had IEPs, are no longer in secondary school & who have been employed, enrolled in postsecondary school, or both, within 1 year of leaving high school.
Monitoring, Complaints and Hearings (B15-c)	General supervision system identifies & corrects non compliance within 1 year.
Written complaints (B16-c)	% of signed written complaints w/ reports issued resolved with 60 days.
Due Process Hearings(B17-c)	% of due process hearings w/in 45 days.
Hearing Requests that went to resolution (B18-r)	% of hearing requests resolved through resolution agreements.
Mediations (B19-r)	% of mediations resulting in mediation agreements.
Timeliness of State Reported Data and Reports (B20-c)	State reported data are timely & accurate.

\*\*\*This needs a legend for the coding system. Original used a color coding system that is not accessible.

### **Listen and Learn 2011-2012**

GSST hosts webinars with SAUs to provide professional development. The webinars will provide an opportunity to participate interactively in a live virtual environment.

Date: Every other Thursday from 9:00-10:00

Facilitator(s): Various

- September 15
- October 13 and 27
- November 10
- December 8
- January 5 and 19
- February 2 and 16
- March 1, 15 and 29
- April 12 and 26
- May 10 and 24
- June 7 and 21

## Potential Topics

- Transitions
  - PreK – K
  - Secondary Transition Goal Writing
- Alternate Assessment
- Fiscal Management
- Regulation Changes
- Special Purpose Private Schools
- Determinations

## Ideas

Topics you would like to discuss at a future Listen and Learn?

Send ideas to [Lisa.Cooper@maine.gov](mailto:Lisa.Cooper@maine.gov)

## TA Resources

### Maine Department of Education

- GSST
  - <http://www.maine.gov/education/speced/gsst/index.html>
- Special Services
  - <http://www.maine.gov/education/speced/index.html>
- Child Development Services
  - <http://www.maine.gov/education/speced/cds/supervision>

### Other Resource

- Office of Special Education Programs (OSEP)
  - <http://www2.ed.gov/about/offices/list/osers/osep/index.html>

- The Northeast Regional Resource Center (NERRC)
  - <http://www.rffcnetwork.org/nerrc>
- Expanding Inclusive Opportunities
  - <http://www.umaine.edu/ExpandInclusiveOpp/default.htm>
- The National Early Childhood Technical Assistance Center (NECTAC)
  - <http://www.nectac.org>

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